DOCUMENT RESUME

ED 228 465 CE 035 605

AUTHOR Singer, Elizabeth
TITLE A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
INSTITUTION Brevard Community Coll., Cocoa, Fla.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
PUB DATE 83
NOTE 31p.; May not reproduce clearly.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Adult Students; *Attitude Change; Change Agents; Change Strategies; *Counseling; Educational Change; Educational Needs; Educational Resources; Guidelines; *Interpersonal Communication; *Interpersonal Relationship; *Mentors; Postsecondary Education; Professional Development; Student Teacher Relationship; Workshops
IDENTIFIERS 310 Project; Illinois

ABSTRACT

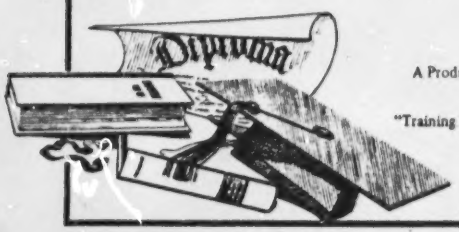
Developed in two training sessions involving key personnel from business, industry, and community agencies who counsel employees or clients about career changes, this handbook is intended to help persons who are responsible for guiding adults through educational or career changes. The guide is organized into 11 sections. Topics covered by these sections are the following: definition of educational mentoring, motivating learning and growth of adults, barriers to change that managers create or reinforce, dimensions of educational brokering in the mentor role, factors which enable a mentor to be helpful, communications skills a mentor uses, barriers to effective networking as a mentor, recognizing a mentor from the adult's point of view, issuing invitations to learning and growth, communication blocks, and contracting for action. A list of the persons who attended the mentoring workshops and a guide to resources for educational mentoring complete the handbook. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228465

A Quick and Handy Guide To EDUCATIONAL MENTORING

This guide is intended as a reference for those persons engaged in counseling adults about career change and educational goal setting.



BREVARD COMMUNITY COLLEGE
School Board of Brevard County

A Product of a 310 Special Demonstration Training Project
1982-83
"Training Mentors as Educational Counselors of Adult Learners"

CE035605

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E Singer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SPECIAL RECOGNITION

The information contained in this handbook for educational mentoring was summarized from two training sessions presented by the following consultants:

Ms. Susan Gunn
Miransky, Inc.
6190 N.W. 11th Street
Sunrise, FL 33313

Dr. Daniel Gardner
Division of Educational Leadership
and Human Development
Florida International University
Tamiami Trail
Miami, FL 33199

Mr. Theodore Davis, II
Martin Associates, Inc.
2752 Aurora Road
Melbourne, FL 32935

Dr. Art Burrichter
Adult Education Division
Florida Atlantic University
Boca Raton, FL 33432

"Training Mentors as Educational Counselors of Adult Learners"

A 310 Special Demonstration Training Project
1982-83

Division of Adult and Community Education
Department of Education
Tallahassee, Florida 32304

Elizabeth Singer, Project Director
Brevard Community College
Open Campus
1519 Clearlake Road
Cocoa, FL 32922

Dr. A. Perkins Marquess
Provost, Open Campus
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

This "Educational Mentoring Handbook" was developed under a Federal 310 Special Demonstration Project awarded to Brevard Community College, Open Campus, during 1982-83. Special Demonstration Projects must show a model program that can be disseminated and adopted at cost effectiveness by other districts, state and nationally. Funding for such projects is provided under the Adult Education Act, Public Law 91-230, 1978. This grant was awarded through the Adult and Community Education Division, Department of Education, State of Florida.

This project provided two training sessions, involving key personnel from business, industry, and community agencies who hold positions that require counseling of employees or clients about career changes. To assist these participants in training for educational counseling, there was developed a "Brevard County Directory of Educational Options for Adults" and the "Educational Mentoring Handbook." These references are available upon request to other agencies, businesses, and industries who are considering adopting the concept of educational mentoring.

Brevard Community College
Open Campus
1519 Clearlake Road
Cocoa, FL 32922
Tele: 632-1111, Ext. 2300

830209/df160g

TABLE OF CONTENTS

Definition of Educational Mentoring 1
  Why An "Educational Mentor" on the Job. 1
  Qualification for Mentoring 2
  Company/Agency Consideration. 3
  Checklist for Change. 4
Motivating Learning and Growth of Adults. 5
  Barriers to Learning. 5
  Adult Learning Theory 5
  Curriculum Adults Prefer. 6
  Types of Change Adults Will Likely Resist 6
Barriers to Change That Managers Create or
  Reinforce 7
Dimensions of Educational "Brokering" in
  Mentor Role 8
Factors Which Enable A Mentor to be Helpful 9
Communications Skills a Mentor Uses 9
Barriers to Effective Networking as a Mentor. 10
Recognizing a Mentor from the Adult's Point
  of View 10
Issuing Invitations to Learning and Growth. 12
Communication Blocks/Anytime! 16
Contracting for Action. 18

"Employees are an INVESTMENT. Educational Mentoring on the job can help that INVESTMENT GROW!"

DEFINITION OF EDUCATIONAL MENTORING

An educational "MENTOR" is defined as a close, trusted and experienced guide who can provide information and psychological support to adults interested in continuing their education.

What does a "mentor" do?

- Act as a TEACHER...
- Serve as a SPONSOR...
- Serve as HOST and GUIDE...
- Be an EXEMPLAR...
- Provide COUNSEL & MORAL SUPPORT...
- Build CONFIDENCE...
- Serve as an insightful SOUNDING BOARD...

An Educational Mentor on the job can serve as a SPONSOR, GUIDE, COUNSELOR, ADVISOR, COACH, FRIEND and BENEFACTOR.

An educational Mentor on the job can help people take advantage of technological change by...

- Counseling attuned to employment trends,
- Program counseling which ultimately leads to gainful employment,
- Encouraging adults in education program selection from several career options in postsecondary efforts.

A MENTOR on the job...

- Can improve employee/employer relationships,
- Can promote educational growth of employees,
- Can promote self-confidence and personal growth on the part of employees and clients,
- Is knowledgeable about educational opportunities within the community and who to contact for referrals.

WHY A MENTOR ON THE JOB? Because 75% of all adult learning is traceable to changes in JOBS/CAREERS and family because Americans spend roughly 75% of their time with jobs, careers, and families. Sometimes PEOPLE need help to bring about CHANGE and GROWTH in their lives.

With or without counseling credentials, EDUCATORS and MENTORS can help people through transitions caused by the crises of unemployment and high technology. Practical GUIDANCE and COUNSELING about educational options in the community can use the technological explosion as a vehicle for human progress and promote continued learning and growth for individuals.

☐ A "mentor" on the job must have...

- a conviction or belief in a person's potential to contribute to the organization.
- a commitment to invest the time necessary to assist a person with his/her development.
- the skills, experience and knowledge to help a person develop his/her educational and growth potential.

☐ A "mentor" on the job is able to...

- understand adult learning theory.
- understand adult learner needs and be sensitive to those needs.
- demonstrate strategies to help adult learners with educational goal setting and project planning.
- demonstrate active listening and communication skills.
- communicate with up-dated knowledge about educational options available in the county.
- build active linkages with persons who can give information and assistance with educational planning for adults.

COMPANY/AGENCY CONSIDERATION FOR ADOPTING THE MENTOR PROGRAM

The Mentor Role:

1. Defined in accordance with organization's realities.
2. Unqualified backing of top management.
3. Needs and priorities identified.
4. Effective/efficient strategies employed.
5. Resources available to implement quality program.
6. Establishes and maintains a climate that (a) develops people, and (b) attains organizational goals.
7. Long range plans to improve potential and productivity.
8. Organizational climate for (a) solution of problems, (b) proper use of resources, (c) coping with change, and (d) making the organization successful.
9. Evaluates progress and performance.
10. Determines value of human resource development to programs and service.

(Dr. Dan Gardner, Florida International University, Human Resource Development Center)

CHECK YOUR PERSONAL CHANGE QUOTIENT before
Deciding to Assume the "Educational Mentor" Role:

Answer "yes" or "no" to these questions. (You may also want to consider how these questions apply to your supervisor, peers, and subordinates: or you may want to have other staff members rate you with this checklist to see how their ratings compare with your self-rating).

YES	NO		
—	—	1.	Can you get enthusiastic about problems outside your specialized area?
—	—	2.	Do you feel the excitement and challenge of finding a solution to problems in many areas, regardless of whether they are major or minor challenges?
—	—	3.	When a problem seems to hold little or no interest, do you nevertheless try to develop an interest in the problem's possibilities?
—	—	4.	Do you know what is expected of you by management?
—	—	5.	Do you seldom assume limitations and lack of freedom in your work?
—	—	6.	Do you sometimes set the problem aside temporarily to get a new perspective, without closing your mind to it or giving up?
—	—	7.	Do you resist "blocking" a project even though you think it trivial and distracting from problems more to your taste?
—	—	8.	Do you accept the occasional illogic of your mind, recognizing that it can lead you to solutions in managing change?
—	—	9.	Do you commonly carry a notebook to put stray ideas in writing?
—	—	10.	Do you seek many ideas, rather than becoming satisfied with one or a few?
—	—	11.	Do you know how to simplify and organize your impressions?

Your quotient is high if you answered "Yes" to at least 8 of the 11 questions. Innovators of change need great tenacity of purpose and stubborn resistance to discouragement. They need initiative, curiosity, and the ability to simplify the many reactions and events that occur during a change process.

Adapted from MANAGING CHANGE: THE STRATEGIES OF MAKING CHANGE WORK FOR YOU by John S. Morgan, C 1972, McGraw-Hill. Permission of use obtained by HIP POCKET GUIDE.

MOTIVATING LEARNING AND GROWTH OF ADULTS

Your company or agency has decided to adopt the educational mentor role. The assumptions are that you are interested in the education, training, and development of employees and clients and in improving agency/company's capacity to develop personnel. How do we motivate people to learn and grow? Change isn't easy, but once the barriers are recognized the first step to being an effective mentor is there.

Barriers to learning can be situational (lack of time, transportation, children, stress at home, etc.) or dispositional (I'm too old, I can't right now, etc.) and institutional (inconvenient schedules, poor location, not the right course/program available).

However, as a mentor you can recognize and work with adults in these areas:

1. Coping with specific life events. The more life events an adult encounters the more likely he/she will seek out learning experiences.

2. Note that the learning experiences adults seek are directly related to life changes.

3. Key in on the fact that adults will engage in learning before/during/after life changes--once convinced change is to occur.

4. Be aware that for most people, learning is a means--not an end.

5. Be alert to increasing/maintaining self-esteem and pleasure, for these are strong secondary motivators.

UNDERSTAND A "BIT" ABOUT ADULT LEARNING THEORY (Andragogy)

1. Readiness to learn (motor skills are already developed--children's motor skills have not...there is a difference).

2. Past experiences (adults draw on past experiences and developed values...recognize these).

3. Self-concept (an adult thinks of himself as an independent person).

4. Time limitations (they want it now--show me how I can use it now).

WHAT KIND OF CURRICULUM DO ADULTS PREFER?

1. Adults are less interested in survey courses--more interested in single theory courses with application and relevancy.
2. Adults need to integrate ideas with what they already know.
3. Adults find that information that conflicts with old knowledge forces re-evaluation and slows integration.
4. Adults find that fast-paced, complex or unusual learning tasks interfere with the learning of concepts.
5. Adults find that information with little "conceptional overlap" is learned more slowly.
6. Adult learners compensate for being slower (psychomotor) by being more accurate.
7. Adults often take errors personally.
8. Adults appreciate curriculum that is aware of the values of themselves. (In other words, curriculum designers need to be more aware of the values of the target group).
9. Adults prefer self-directed and self-designed learning projects. (Researchers have found this to be true 7 to 1 over group learning).
10. Adults prefer programs which are acceptable to different life stages.
11. Non-human media are popular with adult learners (audio-visual and media they can use themselves.)

TYPES OF CHANGES THAT ADULTS WILL VERY LIKELY RESIST

- Changes that they PERCEIVE will lower their status or prestige.
- Changes that cause fear.
- Changes that affect their job content and/or pay.
- Changes that reduce their authority or informal group relationships.

- Changes that are forced without explanation or employee participation.
- Changes that reduce their authority of freedom to act.
- Changes that come at a time of mental and/or physical lethargy (sometimes called "systems overload").

The information or changes that adults will likely resist can be extremely useful if we use it to assess each change situation individually. Try putting yourself (through fantasy if possible) in the other party's situation. If you were that person or group, how would you feel about this idea or change? Which of these reasons for resistance would come into play? Be sure to try to experience not only what others may THINK about your idea, but also what they might FEEL about it. (More about THINKING and FEELING LATER).

REMEMBER: The way a change is implemented sometimes stimulates more resistance than the change itself.

Resistance to change is not inevitable. People may fear it as a threat to their security and their way of doing things. On the other hand, the idea of change can also produce pleasant anticipation of new experiences and benefits.

BARRIERS TO CHANGE THAT MANAGERS CREATE OR REINFORCE:

1. Failing to be specific about a change.
2. Failing to show why a change is necessary.
3. Failing to allow those affected by change to have a say in the planning.
4. Using a personal appeal to gain acceptance of a change.
5. Disregarding a work group's habit patterns.
6. Failing to keep employees informed about a change.
7. Failing to allay employees' worries about possible failure.
8. Creating excessive work pressure during a change.
9. Failing to deal with anxiety over job security.

DIMENSIONS OF EDUCATIONAL BROKERING

Counseling - Referral - Advocacy - Information

□ EDUCATIONAL COUNSELING involves BEING

Respectful - Energetic - Creative - Self-directed
Decisive

□ EDUCATIONAL REFERRAL involves BEING

Tactful - Non-judgmental - Knowledgeable

□ EDUCATIONAL ADVOCACY involves BEING

Creative - Determined - Self-confident - Firm
Collaborative - Self-controlled - Tactful - Persuasive

□ PUBLIC INFORMATION involves BEING

Outgoing - Enthusiastic - Persuasive - Adaptable
Resourceful - Imaginative - Knowledgeable

□ INFORMATION DEVELOPMENT:

1. Gather and organize information.
2. Use information systems.
3. Identify client need for information.
4. Be knowledgeable about specific information resource and referrals.
5. Communicate information to clients.

□ EDUCATIONAL COUNSELING:

1. Establish rapport.
2. Foster self-disclosure.
3. Identify problem for counseling.
4. Acquire information relevant to counseling problem.
5. Take action.
6. Work with groups.
7. Do follow-up.

PROBLEM SOLVING SKILLS:

1. Questioning - Phrasing correctly, knowing what questions to ask, repeating answers back for clarification, leading questions ("Is this what you want...?)
2. Observation - Understanding body language, maintaining good eye contact (move out from behind the desk and sit with the person. Pay attention to your own body language).
3. Listening - A good listener looks with interest, maintains friendly eye contact, gives encouragement through gestures, doesn't jump ahead in thought and interrupt, takes notes unobtrusively.
4. Examination - Career aptitude tests are usually non-threatening. A test for basic skills, such as reading ability, math, writing, etc. can be threatening to those who feel inadequate in these areas. Use processes and communication that creates a relaxed atmosphere and builds trust.
5. Post-examination Interview - Should be informal with strengths being emphasized first and then lead the client into recognizing his own weaknesses/needs. It is crucial that the person recognize his own needs and be open to counseling.

USING INFORMATION:

1. ANALYZE by looking at several options for suggestion to the person.
2. MAKE A DECISION as to the correct counseling/advisement to be made.
3. LEAD THE PERSON in processes that gets him to discover solutions to needs.
4. USE GOAL SETTING TECHNIQUES.

At this point the person being counseled should have recognized specific needs. Advise on how barriers the client brings up can be overcome. Get the person to think of ways to overcome barriers. Ask the person if he wants you to suggest some ways.

MENTORS CAN BE RECOGNIZED BY THE THINGS THEY DO (or by the things they want them to do):

1. They LISTEN.
2. They ask good questions.
3. They further develop your plans.
4. They influence, but don't determine, your plans.
5. They help you solve problems.
6. They expect you to use your own best judgment.
7. They help you find your own skills and potential.
8. They do not expect you to be "just like they were."
9. They challenge and prod you.
10. They give you advice on technical or organizational matters, serving as expert resources.
11. They share your ups and downs.
12. They provide you with realistic personal information.

AS A MENTOR ask yourself: "What am I going to do? What are my limitations? How much am I willing to give?"

KEEP YOUR EYE ON THE PERSON'S PROBLEM...

"When you are up to your eyeballs in alligators, you have forgotten that the initial objective was to drain the swamp!"

BARRIERS TO EFFECTIVE NETWORKING AS MENTORS

1. Dividing the world in "good" guys and "bad" guys.
2. Defining people and situations in conventional or stereotypical terms.
3. Feeling that the environment cannot really be significantly influenced or changed.
4. Limiting, in any way, the possible connections that could be developed by the network.
5. Attempting to predict the outcomes of relationships between network members.

6. Members who adhere to institutional, professional, and technical norms.
7. Rigid times constraints: limits, deadlines, 9 to 5 hours.
8. The inability to redefine people and situations creatively.
9. A narrow definition of one's working role: "professionalism" in the traditional sense, emphasizing specialization of function.
10. Underestimating the knowledge and abilities of others.
11. Defining needs only in monetary terms.
12. Attempting to formalize rules and network structure too early in its development.
13. Seeing what is as opposed to seeing what could be.
14. Assessing people and situations in terms of deficits instead of strengths.
15. Being unable to work beyond the boundaries of one's organization.
16. The inability to share power, influence, and access to resources in a collaborative, non-threatening manner.
17. Agency "turf" issues, agency rivalries, agency competition.
18. The attitude: "I'd rather do it myself."
19. Lack of confidence which prevents taking risks or encouraging others to take risks.
20. Using a confrontational approach when problems and frustrations are encountered in networking.
21. Rigid separation of one's personal and professional lives.
22. Attempting to structure particular roles for network members.
23. Organizational resistance to redefining resources and program boundaries.

ISSUING INVITATIONS TO LEARNING AND CHANGE

Although obtaining help is remarkably common, it may also be difficult, at least for some persons and some changes. If the change involves a basic feeling of inadequacy, or involves the "heavy" emotions of separation, the person may find it hard to approach someone for help. Some people also feel one down after seeking help and believe they can never repay the helper. Most of us, when we want help, will choose a person with whom we feel comfortable, a person whom we can trust, a person who is warm and empathatic.

(INTENTIONAL CHANGES by Allen Tough, Follet:Chicago, 1982)

PERHAPS YOU ARE ASKING...

- How do you draw information/participation from someone in order to help them? (INVITING participation)
- How will you spot when people will not likely follow through? (Listen to their words.)
- How do you deal with resistance to change? (Passive or aggressive?) Procrastination is resistance. Pressure is resistance, real or imagined. Vengeful is saying, "You can't make me do that. I can show you by procrastinating."
- How do you deal with a person's feeling of THREAT about you (the supervisor or person who seems to have the "power")?

LET'S DO SOME ANALYSIS of Issuing Invitations...

You really are what you THINK and FEEL. Look at people as thinking and feeling people. We've (researchers) dealt with the thinking part and not much the feeling. The "feeling part" will always win over the thinking part. If the choice is scary or the person is uncertain about you, the feelings will over-ride the thoughts. Fear always wins out over thinking. We are discussing here HEALTHY THOUGHTS/FEELINGS and NEGATIVE THOUGHTS/FEELINGS.

HEALTHY Thoughts: "World is a good place." You are trustworthy." "I am capable of making a good decision."

HEALTHY Feelings: Happy, confident, enthusiastic, self-assurance (real feelings, such as joy, grief, sadness, anger that is not manipulative).

NEGATIVE Thoughts: "I can't do that." "The world is against me." "You are not trustworthy." "I could not do it before." "It just won't work out."

NEGATIVE Feelings: Manipulative anger, frustration, failure, anxiety, inadequate, apathetic, lack of trust, bitter, depressed.

- Where does data come into the thinking/feeling when making a decision after you present the options?

  ANSWER: A person thinking positive thoughts would trust you had the right information and would perhaps check to make sure. Checking means, "I'm taking elegant care of myself." In terms of their feelings, the person is feeling confidence. If there is no congruence between the thinking and feeling, feelings take over when making the decision.

- As an "educational mentor" you invite people to learn through establishing TRUST. Trust is established by:

  1. being POTENT
  2. giving PERMISSION
  3. providing PROTECTION

- Techniques for INVITING PARTICIPATION and keeping motivation are done by:

  1. noting FLAGS
  2. follow-through
  3. contract resistance

- We INVITE people to CHANGE. We see ourselves as (plus)+ and they view themselves as (minus)-. We must recognize the difference between THINKING and FEELING. We must be in the + category in our thinking and feeling in order to overcome the - thinking and feeling of those we counsel.

MINUS THINKING: "I am not responsible for what (how) I (think, feel, act, learn). Someone (thing) else is responsible other than me."
"I can make others feel..."
"Others make me feel..."

☐ As an "educational mentor" you are not responsible for a person's learning and feeling.

There is no way to make something happen to feelings. The mentor must consider things he can actually do something about. Things like structure, processes, and atmosphere can be dealt with, but powers in the area of other people's inadequacies, the mentor can not be responsible.

☐ The words the mentor uses can convey invitations to the person being counseled.

There are don'ts as to language usage in counseling. Words like SHOULD, MUST, ALWAYS, NEVER, CAN'T, and WHY are closed words. These words issue invitations which are negative. In other words, don't "should" on people. Listen to people's words and your own words. Most often people are reinforcing negative patterns which are related to another person's unhealthy parts.

☐ A counselor should work in the areas of what people are thinking and feeling rather than "content."

Do's are, "What COULD you do?" "What are YOUR OPTIONS?" Do you WANT suggestions from me?" In other words, don't assume or volunteer, but issue "invitations" to find out exactly what a person desires and needs. Often a person substitutes in his conversation, "I can't," when he really means, "I won't."

☐ Recognize that people being counseled often have negative and positive parts.

For example, depression is one area of our negative parts. "Do I invite other people to be depressed?" Inviting others into healthy space is to be a healthy person. People ALLOW situations to affect them. Sometimes a person has to get away from these invitations. One often reinforces depression or tiredness with responses like, "You poor thing. Are you working too hard?"

☐ Society exercises a system which perpetuates insignificant feelings on the part of young people and adults.

An example of this is when a counselor views himself as significant with all the answers for his clients. This person is actually viewing clients as insignificant.

☐ IN SUMMARY, no matter whether a person is a counselor/advisor/friend, the interpersonal relations in a person's everyday life can be affected by the verbage that reinforces negative behavior in themselves and in dealing with others. A person has to take on the responsibility that he is responsible for feeling, (learn, think, act) and no one else or thing is responsible. Explaining healthy protective or permission information is O.K. Provide information about what can happen and where. Listen to people's words. People often set themselves up by assuming, or implying. ASK STRAIGHT OUT, never VOLUNTEER unless asking. "Is this what you want?"

COMMUNICATION BLOCKS

1. DIRECTING, ORDERING, COMMANDING ("You must..." "You have to..." "You will...")

2. WARNING, THREATENING, ADMONISHING ("You had better..." "If you don't, then...")

3. MORALIZING, PREACHING, OBLIGING ("You should..." "You ought..." "It is your duty..." "It is your responsibility..." "You are required..."

4. PERSUADING WITH LOGIC, ARGUING, INSTRUCTING, LECTURING ("Do you realize..." "Here is why you are wrong..." "That is not right..." "The facts are..." "Yes, but...")

5. ADVISING, RECOMMENDING, PROVIDING ANSWERS OR SOLUTIONS ("What I would do is..." "Why don't you..." "Let me suggest..." "It would be best for you...")

6. EVALUATING, JUDGING NEGATIVELY, DISAPPROVING, BLAMING NAME CALLING, CRITCIZING ("You are bad..." "You are lazy..." "You are not thinking straight," "You are acting foolishly..." "Your hair is too long")

7. PRAISING, JUDGING OR EVALUATING POSITIVELY, APPROVING ("You're a good boy..." "You've done a good job..." "I approve of...")

8. SUPPORTING, REASSURING, EXCUSING, SYMPATHIZING ("It's not so bad..." "Don't worry..." "You'll feel better" "That's too bad.")

9. DIAGNOSING, PSYCHOANALYZING, INTERPRETING, READING-IN, OFFERING INSIGHT ("What you need is..." "What's wrong with you is..." "You're just trying to get attention..." "You don't really mean that..." "I know what you need..." "Your problem is...")

10. QUESTIONING, PROBING, CROSS-EXAMINING, PRYING, INTERROGATING ("Why..." "Who..." "Where..." "What..." "How..." "When...")

11. DIVERTING, AVOIDING, BY-PASSING DIGRESSING SHIFTING ("Let's not talk about it now," "Not at this time," "Forget it," "We can discuss it later."

12. KIDDING, TEASING, MAKING LIGHT OF, JOKING, USING SARCASM ("Why don't you burn down the school?" "When did you read a newspaper last?" "Get up on the wrong side of the bed?" "When did they make you principal of the school?"

(Dr. Art Burrichter, Florida Atlantic University & Boca Counseling Center)

MINIMIZING RESISTANCE

RESISTANCE CAN BE MINIMIZED IF THE PEOPLE AFFECTED ARE:

1. INVOLVED in the process;
2. Asked to contribute their feelings, opinions and suggestions;
3. Told the reasons and advantages that will mitigate the uncertainty and anxiety;
4. Provided honest communication and feedback to create an atmosphere of confidence and trust;
5. Respected for their feelings, even though they may oppose change;
6. Asked what assistance is necessary to facilitate the effects of change;
7. Given appropriate and deserved recognition for their contributions.

QUALITY

"If only I had fewer needs, and you had more ability to satisfy them!" . . . Ashleigh Brilliant

CONTRACTING FOR ACTION

Commitment to clearly stated goals leads to achievement of those goals. Yet achieving commitment is not as easy as it sounds. Obstacles get in your way. Other activities compete for your time. That's why contracts are such helpful tools.

There are some guidelines for making contracts work for you. The most effective contracts are:

1. Written: The primary purpose of writing contracts is not so they can be shown to others, but rather to clarify them for you. Once a contract is written, you have more investment in it.

2. Step by step: Break your goal down into "bite-sized" pieces.

3. Time conscious: Setting target dates for the completion of each step of a contract provides constant reinforcement and a sense of accomplishment.

4. Supportive: Sharing your contract with another person helps you to clarify your thinking, obtain feedback, and generate a commitment to complete the task.

5. Your own: Your goals must be your own and be based on your personal values.

Here's your chance to take the first step! Decide whom you would like to contract with.

(Susan Gunn, Miransky, Corp.)

- -

CONTRACT FOR ACTION

GOAL: What do I want to accomplish? Result expected?

_____

_____

_____

	Action Steps	Target Dates
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Obstacles: What are my favorite obstacles that I let get in the way (time, money, other people, self-image, experience, etc)?

_____

_____

_____

Reward: What do I get when I finish?

_____

_____

_____

Penalty: What if I don't finish?

_____

_____

_____

_____ _____ _____

Completion Date My signature

My partner's signature

WAY and MEANS

My company, business, agency wants to promote the "educational mentor" role for employees and clients. How do we get involvement?

1. Get support and backing of the union (if you have one) and get them to help promote with workers.
2. Use bulletin boards and post information in different places frequented by clients or employees.
3. Talk with supervisors, announce at staff meetings.
4. Make personal contact with clients/employees.
5. Have a career development day.
6. Post a prominent poster in your office which indicates your willingness to help with educational planning.
7. Use your company/agency newsletter.
8. Offer released time for employees (paid) to attend adult education and college classes.
9. Bring up the topic in your conversations. Spread the news.
10. Keep an active network system going with those in your company/agency and with the educational institutions. Keep up-to-date of job opportunities and program offerings for training.

"TRAINING MENTORS AS EDUCATIONAL ADVISORS OF ADULT LEARNERS"

Linkages for Mentoring

* 1. Cynthia M. Reid, Assistant Director
Personnel & Employee Relations
WUESTHOFF MEMORIAL HOSPITAL
Rockledge, Fl 32955
TEL: 636-2211, ext. 605

* 2. Barbara Moore, Director
CHILD CARE ASSOCIATION
18 Harrison St.
Cocoa, Fl 32922 TEL: 636-4634

* 3. Bernice Moore
Bookkeeper/Secretary
CHILD CARE ASSOCIATION
18 Harrison St.
Cocoa, Fl 32922 TEL: 636-6613

* 4. Wanda Baker, H/S Director
CHILD CARE ASSOCIATION
18 Harrison St.
Cocoa, Fl 32922 TEL: 636-6613

* 5. Juanita Wright, Parent Involvement Coordinator
CHILD CARE ASSOCIATION
18 Harrison St.
Cocoa, Fl 32922 TEL: 636-4634

* 6. Jerry Cardwell, Personnel Technician
CITY OF TITUSVILLE
P. O. Box Y
Titusville, Fl 32780
TEL: 269-4400

* 7. Charles Franklin, Human Services
CITY OF MELBOURNE
900 W. Strawbridge Ave.
Melbourne, Fl 32901
TEL: 727-2900

* 8. Gloria B. Clark, Human Services
CITY OF MELBOURNE
900 E. Strawbridge Ave.
Melbourne, Fl 32901
TEL: 727-2900

* 9. David A. Henderson, Staff Accountant
CITY OF ROCKLEDGE
P. O. Box 488
Rockledge, Fl 32955 TEL: 636-5711

* 10. Mona Billings, SRS Supervisor
HEALTH & REHABILITATIVE SERVICES
705 Avocado Ave., Monroe Center
Cocoa, Fl 32922 TEL: 636-2933, ext. 605

* 11. Judith Seaman, Counselor
VOCATIONAL REHABILITATION
115 Palm Bay Road, Bldg. 500
Palm Bay, Fl 32905 TEL: 725-0900, ext. 160

* 12. Mary Jane Ross, Counselor
VOCATIONAL REHABILITATION
115 Palm Bay Road, Bldg. 500
Palm Bay, Fl 32905 TEL: 725-0900, ext. 159

13. Stewart Clark, Counselor
VOCATIONAL REHABILITATION
705 Avocado Ave., Monroe Center
Cocoa, Fl 32922 TEL 636-2933, ext. 224

* 14. Marilyn Munson, Counselor
VOCATIONAL REHABILITATION
705 Avocado Ave., Monroe Center
Cocoa, Fl 32922 TEL: 636-2933, ext. 224

* 15. Fran Warner, Director
SWAP/CETA - Cocoa Campus
Brevard Community College
1519 Clearlake Road
Cocoa, Fl 32922 TEL: 632-1111, ext. 4310

16. Lucille Moffet
TITUSVILLE HOUSING AUTHORITY
1108 South St.
Titusville, Fl 32780 TEL: 267-0931

* 17 Marcella S. Smith, Personnel Assistant
SEARS, ROEBUCK & COMPANY
940 S. Federal Highway
Rockledge, Fl 32955 TEL: 632-5800, X208

* 18. Scott Nelson, Agent
NATIONAL TRAINING/INDEPENDENT TRUCKERS
430 Michigan Ave.
Indialantic, Fl 32903 TEL: 724-8984

19. Madge Trick, Personnel Representative
PAN AMERICAN E. TEST RANGE PROJECT
P. O. Box 4608, Mail Unit MU-100
PAFB, Fl 32925 TEL: 494-7322

*Attended two sessions

20. Charles W. Body, Coordinator
Human Resource Development Group
COLLINS GENERAL AVIATION DIVISION
AVIONICS GROUP
1100 West Hibiscus Blvd.
Melbourne, Fl 32901 TEL: 727-0800

21. Roberta M. Horne, Personnel Specialist
DICTAPHONE CORP.
3900 West Sarno Road
Melbourne, Fl 32935 TEL: 259-4524

22. Bob McKemy
Industrial Relations Representative
LOCKHEED MISSILES & SPACE CO.
P. O. Box 246
Cape Canaveral, Fl 32920 TEL: 853-5194

23. Frank Martin
ROCKWELL INTERNATIONAL
P. O. Box 21105
Kennedy Space Center, Fl 32925

*24. Liz Dirks, Social Worker
SWAP Program
HEALTH & REHABILITATIVE SERVICES
705 Avocado Ave., Monroe Center
Cocoa, Fl 32922 TEL: 636-2933

25. Debbie Pride
WEZY RADIO
2405 Broadcast & Court
Cocoa, Fl 32922 TEL: 636-4411

26. Rich Dobsha, Counselor
North Area Community Education Center
800 Lane Ave.
Titusville, Fl 32780 TEL: 268-1188

*27. Barbara Jenkins
Outreach Teacher/Recruiter/
Counselor, Adult Basic
Open Campus, BCC
1519 Clearlake Road
Cocoa, Fl 32922 TEL: 632-1111, X2300
or 907 Mandarine St.
Cocoa, Fl 32922 TEL: 636-6594

28. Eddie Taylor, Dean
Adult Community Education Center
4100 S. Duke St.
Palm Bay, Fl 32905 TEL: 723-3031

*Attended two sessions

29. Patricia Copeman
STC-DOCUMATION
340 Kirby Lane
Palm Bay, Fl 32905 TEL: 724-1111

30. Jim Wellman
Human Resource Specialist
DBA SYSTEMS, INC.
P. O. Drawer 550
Melbourne, Fl 32901 TEL: 727-0600

31. Stewart E. Myers
BARNETT BANK OF CENTRAL FLORIDA, N.A.
430 Brevard Avenue, P. O. Box 190
Cocoa, Fl 32922 TEL: 636-3411

32. Wally Hillyer
BREVARD COUNTY EMPLOYMENT & TRAINING AD.
120 Venetian Way, Suite 21
Merritt Island, Fl 32952 TEL: 452-0150

33. Bill Pelzer
BARNES AND BARBER, INC.
333 King St.
Cocoa, Fl 32922 TEL: 636-2665

34. Alberta Gillespee, Health Education
BREVARD COUNTY HEALTH DEPARTMENT
611 Singleton Ave.
Titusville, Fl 32780 TEL: 268-3730

35. Mary R. Moss, Manager
COCOA HOUSING AUTHORITY
829 Magnolia Ave.
Cocoa, Fl 32922 TEL: 636-8534

36. John Wigley, Dean
Adult Community Education Center
2000 Tiger Trail
Cocoa, Fl 32922 TEL: 632-5302

37. George Willis, Dean
Adult Community Education Center
Hoover Center
#1 Hawk Haven Drive
Indialantic, Fl 32903 TEL: 724-5006

RESOURCES FOR EDUCATIONAL MENTORING

NATIONAL INSTITUTE FOR WORK AND LEARNING
1302 Eighteenth St., N.W., Suite 501
Washington DC 20036

Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils, by Max Elsman and the National Institute for Work and Learning, 1981, 100 pages, $5.00.

Industry-Education-Labor Collaboration: Policies and Practices in Perspective, 1982. $25.00.

Educational Brokering: A New Service for Adult Learners, by James M. Heffernan, Francis U. Macy & Donn F. Vickers, 1976. 82 pages, $8.00.

Directory of Educational and Career Information Services for Adults, 1980. 112 pages, $4.00.

Adult Learning and the American Worker, 1980. 12 pages, $3.00.

Worklife Transitions: The Adult Learning Connection, by Paul E. Barton and The National Institute for Work and Learning, McGraw-Hill Book Company, 1982. (Available ONLY from McGraw-Hill, $14.00)

Worklife Education and Training and the Ordeal of Change, by Charles Stewart, 1980. 79 pages, $10.00.

Education and Training for Middle-Aged and Older Workers, by Julia French, 1980. 58 pages, $10.00.

Calling the Tune: Communications Technology for Working, Learning, and Living, by Ted Carpenter, 1980. 90 pages, $15.00.

"Investing in Your Employees' Future," by Ivan Charner, 1980. 12 pages (xerox), $2.00.

BULLETIN of the National Center for Educational Brokering, published 10 times a year. Annual subscriptions: $14.00.

Lifelong Learning Resources, c/o Free University Network, 1221 Thurston, Manhattan, Kansas 66502, (Subscribe to THE LEARNING CONNECTION at $10.00 per year for the "Best News-Magazine in Adult Learning." Receive special supplements of the "Adult Learning Review of Books.") Use the address shown here.

Helping Adults Learn and Change, by Russell D. Robinson, 1980. Ominbook Company, P.O. Box 17782, Milwaukee, Wisconsin, 53217. $8.95 plus $1.50 shipping. TOPICS: Adult learning...change...adult development...interest... values...designs for learning...needs assessment... developing objectives...developing teaching plans... instructional techniques and devices...evaluation...the field of adult education...and much, much more.

Roche, G.E.R., "Much Ado About Mentors," Harvard Business Review, Jan-Feb., 1979, pp. 14-28.

Shapiro, E.C., Haseltine, F.P. & Rowe, M.P., "Moving Up Role Models, Mentors and the Patron System," Sloan Management Review, Spring, 1978, pp. 19, 51-58.

Fury, K., "Mentor Mania" SAVVY, 2980, 42-47.

Schein, E.H., Career Dynamics: Matching Individual & Organizational Needs, Addison-Wesley, Pub. Co., Reading, M.A. 1978.

Levison, D.J., et.al. The Seasons of A Man's Life, Alfred A. Knopf, N.Y., 1978.

Epstein, C.F., "Encountering the Male Establishment-Sex Status Limits on Women's Careers in the Profession," American Journal of Sociology, 1970, 75, pp 965-982.

George, Penny & Kummerow, Jean, "Mentoring for Career Women," TRAINING/HRD, Feb., 1981, pp. 65-70.

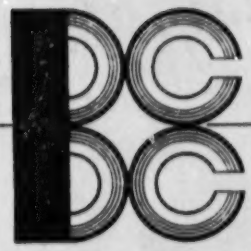
BREVARD COMMUNITY COLLEGE
Maxwell C. King, President

BOARD OF TRUSTEES
Mrs. J. J. Parrish, Jr., Chairperson
Roger W. Dobson, Vice Chairperson
Mrs. Irene H. Burnett
Philip F. Nohrr
Ralph M. Williams, Jr.

BREVARD COUNTY SCHOOL DISTRICT
Lloyd A. Soughers, Superintendent

SCHOOL BOARD
John William Baker, Chairperson
Mrs. Lynn Demetriades, Vice Chairperson
Robert A. Anderson
Larry A. Williamson
Mrs. Esther Baker

Brevard Community College is an equal opportunity/ equal access institution.



"With or without counseling credentials, educators and educational mentors can help people through transitions caused by the crises of unemployment and high technology. Practical guidance and counseling can use the technological explosion as a vehicle for human progress and promote continued learning and growth for individuals."

Open Campus
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111, extension 2300/2060